DOCUMENT RESUME

ED 293 742 SO 018 648

TITLE	Geography: Concepts, Maps, and Activities. Update: Geography Education Program, No. 9, Fall 1987.
INSTITUTION	National Geographic Society, Washington, DC.
PUB DATE	87
NOTE	10p.
AVAILABLE FROM	Geography Education Program, Educational Media Division, National Geographic Society, 17th and M Streets, NW, Washington, DC 20036.
PUB TYPE	Collected Works - Serials (022) -- Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; Human Geography; Instructional Materials; Lesson Plans; Maps; *Population Trends; Resource Materials; Resource Units; *Social Studies; Teaching Guides; Units of Study
IDENTIFIERS	*South America

ABSTRACT

This issue of Update contains four separate geography lesson plans on the topics of: (1) the mobility and interactions of people, goods, and ideas; (2) creating thematic maps and comparing the relative wealth of South American countries; (3) identifying and applying key geographic concepts; and (4) human-environment interactions. Each lesson plan suggests an appropriate grade level, outlines specific teaching objectives, and provides: (1) background discussion ideas; (2) reference materials; (3) a day-by-day schedule of activities; and (4) related activities. (JHP)

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[FOUR GEOGRAPHY LESSONS]

UPDATE

NO. 9, FALL 1987

National Geographic Society
Geography Education Program
Educational Media Division
17th and M Streets, NW
Washington, DC 20036

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Geography Lesson Plan

The World in a Candy Bar

By Corine O'Donnell
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Golden, Colorado

The study of a simple item like a chocolate bar can reveal a wealth of information about how people are connected across the globe. The activities in this lesson will broaden students' understanding of the geographic theme "movement"--the mobility and interaction of people, goods, and ideas. The activities have been designed for use with a fourth-grade class but can be adapted easily for the secondary level.

OBJECTIVES

- ❑ To define the geographic theme "movement."
- ❑ To understand the definition of "system."
- ❑ Using a world map, to identify and locate examples of systems.
- ❑ To understand that a candy bar is an example of the interconnectedness of systems throughout the world.
- ❑ To recognize the potential consequences of events occurring in one part of a global system on the workings of the system as a whole.
- ❑ To cooperate in a learning activity.

BACKGROUND DISCUSSION

Discuss: What is a system? Ask students to list as many systems as they can (telephone system, school system). List on the board some of the systems students suggest. Why are they systems? What are their parts? What happens if one part is not functioning? Help students apply the concept of systems to geography (for example, river systems, transportation systems, import-export systems).

BACKGROUND MATERIALS

NATIONAL GEOGRAPHIC, November 1984, "Chocolate: Food of the Gods;" "The World in a Chocolate Bar," a poster produced by the U.S. Committee for UNICEF (Poster #5425); *Smithsonian,* Smithsonian Institution, February 1986, "Sybaritic to Some, Sinful to Others, But How Sweet It Is!"

SCHEDULE OF CLASS ACTIVITIES

Days 1 and 2

❑ Divide students into groups of four or five and give each group a candy bar. Ask students to list the main ingredients in their candy bar and to use maps, charts, and magazine articles to locate where the ingredients come from. (Refer students to resource materials you have available in your classroom or school library.)

❑ List the ingredients and their origins on the board.

❑ Have students locate and label on a world map each of the ingredients--for example, cacao beans from Ghana, Nigeria, and the Ivory Coast; coconut from parts of Asia and the South Pacific; and paper from Canada and the United States.

❑ Discuss what modes of transportation might be used to move the ingredients from place of origin to place of production.

Day 3

❑ Remind students that they have been studying a system--what might be called the candy bar system. The candy bar system is just one part of a gigantic system called the world food supply system, which sometimes has problems and breaks down. Ask students to think about such problems and about solutions to breakdowns in the world food supply system.

☛What might cause problems in the world food supply system? (Examples may include crop failure, poor transportation, lack of rain or a deficiency in energy sources, floods, strikes, revolutions, wars, or even changes in the demand for a product.)

☛ What happens when the world's food supply system breaks down? (People go hungry, find other sources of food.)

☛ How can we help people in other countries when there are food shortages?

RELATED ACTIVITIES

Have students create a map poster connecting ingredients with their place of origin (using one color line). Add a second color line connecting each place of origin with your hometown.

(This lesson plan is adapted from one developed by the Social Studies Department of the Jefferson County Public Schools, Colorado.)

Educators are encouraged to reproduce this lesson plan for their classroom use.

Geography Lesson Plan

Patterns of Prosperity

By Joan Marie Longmire
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Creating and using thematic maps requires students to gather information, to identify factors for analysis, and to form hypotheses about the geographic theme "regions"--areas defined by certain shared characteristics. This lesson shows students how to create one kind of thematic map and to compare the relative wealth of the various countries in South America. The activity was developed for use with middle-school students but is adaptable to other levels.

OBJECTIVES

- ❑ To understand the meaning of the geographic theme "regions" and the term "per capita income."
- ❑ To research data from maps, almanacs, and other sources.
- ❑ To map numerical data for geographic regions.
- ❑ To analyze and compare patterns of data on quartile maps.

BACKGROUND DISCUSSION

Ask students to define the term "region" and to give examples of regions (polar region, the Middle East, Chinatown, an economic region). Encourage students to give some local examples. Tell students they will be comparing per capita income data of the countries of South America and studying regions that share common economic characteristics.

BACKGROUND MATERIALS

A wall map of South America or an atlas; a current almanac; an outline map of South America; *The Development Data Book,* World Bank Publications, Washington, D. C., 1984. (This book contains social and economic statistics for 125 countries.)

SCHEDULE OF CLASS ACTIVITIES

Day 1

- ❑ Have students look at maps of South America and speculate about which might be the wealthiest and the poorest countries. They should write down their predictions, giving reasons for their choices.
- ❑ Discuss the term "per capita income," making sure that students understand how the figures are determined.
- ❑ Assign students to look up the per capita income for each country in South America in an atlas or an almanac.
- ❑ Have students compare this data with their speculations to see how correct they were.

Day 2

- ❑ Explain how quartile mapping is done:
  - ☛ Rank the per capita income data of each country from highest to lowest.

☛ Divide the ranked data into four equal parts (as nearly as possible). Each of these parts is called a quartile.

☛ Define the range (highest and lowest figures) of each quartile.

☛ Assign a color to each quartile--darkest colors for the highest figures and lightest colors for the lowest figures.

☛ Create a key that shows the per capita income range that each color represents.

❑ Have students fill in the outline map using the four colors from the key.

❑ Analyze the data on the map.

☛ Did the map turn out as predicted? If not, why?

☛ Discuss the factors students think could be related to the per capita income of a country. List these on the board. (Possible answers might include population, resources, value of exports, arable land, labor, literacy, industries, GNP, political or governmental influences--this information is available in an atlas or an almanac.) Keep this list for the next day.

Day 3

❑ Divide the class into small teams. Tell each team that they will be making a second quartile map.

❑ Review the factors listed on the board on Day 2. Discuss which factors could be represented by numerical data.

❑ Ask each team to select one factor--literacy, for example--for which numerical data can be found in an atlas or an almanac. Have teams collect data on that factor for each country.

❑ Have students speculate on which factors they think would be related most closely to per capita income. Discuss why they think so. Have each group map their set of data, using quartiles.

❑ Have the teams compare their new quartile maps with the per capita income quartile map. How closely do they match? Which data matches most closely? What are some possible reasons for differences?

❑ Summarize the lesson with the following questions:

☛ What is per capita income and what does it tell us about a country or region?

☛ Why does per capita income vary in different countries or regions?

RELATED ACTIVITIES

Have students collect data for other regions of the world or for regions within the United States and follow this same activity.

ADDITIONAL MATERIALS

"Annual World Population Data Sheet," Population Reference Bureau, Suite 800, 777 14th Street N.W., Washington, D. C. 20005.

Educators are encouraged to reproduce this lesson plan for their classroom use.

Geography Lesson Plan

Creating an Island

By Julius E. (Pete) Peterson
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All places on Earth have special features that distinguish them from other places. An understanding of the terms used to describe and to distinguish these features is an essential part of geographic education. The following activity provides one way to encourage students to identify and to apply key geographic terms. It has been used successfully in teachers' workshops and in eighth-grade classes and can be adapted easily for use in other grades.

OBJECTIVES

- ❑ To define the geographic theme "place."
- ❑ To understand that all places on Earth have special features that distinguish them from other places.
- ❑ To become familiar with terms that identify landforms and bodies of water.
- ❑ To apply terms for geographic landforms and bodies of water to an original student project.
- ❑ To participate in a cooperative-learning and critical-thinking activity.

BACKGROUND ACTIVITY

Before beginning the activity, have students use atlases and maps to review land and water terms. Then have students create an illustrated glossary of key geographic land and water terms in the form of a four-column chart. List the terms--widely spaced--in the first column (basin, bay, canyon, cape, etc.). Write definitions of the terms in the second column. Put illustrations of the terms in the third column. Give examples of the terms in the fourth column. (For instance, Florida is an example of a peninsula.)

BACKGROUND MATERIALS

Atlases, wall maps, a glossary in a geography textbook, large pieces of drawing paper or poster board, crayons or felt-tip markers.

SCHEDULE OF CLASS ACTIVITIES

This activity can take one or two days, depending upon the assignment and the follow-up discussion.

- ❑ Divide the class into groups of four. Ask group members to work cooperatively to plan and to draw an imaginary island. Each island should feature at least ten of the following land and water forms: basin, bay, canyon, cape, cove, delta, gulf, hill, inlet, lake, mountain, mountain range, peninsula, plateau, river, sea, and valley.
- ❑ Have students label all features on the island with fictitious names of their choice, preferably related to one theme. For example, "Computer Island" might include Microchip Mountain, Bytes Bay, and Keyboard Cove.

❑ Have students add other map features, such as a compass rose, scale, latitude and longitude lines, elevation key, or other geographic concepts.

❑ Have each group share its completed map with the class and critique each other's portrayal of geographic terms.

RELATED ACTIVITIES

❑ Ask students to place five cities on each island. Using critical-thinking skills, have students discuss the locations of the cities. What are the best and worst locations? Why?

❑ Assign latitude and longitude coordinates and ask students to determine what the island's climate would be.

❑ Create symbols for natural resources in a key and have the groups decide on the distribution of these resources. Discuss possible trade and environmental problems that might develop as a result of using the available resources.

❑ Decide as a class which of the imaginary islands is the most likely to develop successfully, given its particular geographic landforms, natural resources, location, and so on.

❖

Educators are encouraged to reproduce this lesson plan for their classroom use.

Geography Lesson Plan

...And No Other Place

By Marianne Kenney
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Virtually every place on Earth is a composite of image and reality. Places are made up of natural geographic settings influenced by human behavior. By studying the themes of place and human-environment interactions, students can sharpen their powers of geographic observation and analysis. The activities in the following lesson plan are for secondary-level students but can be adapted to grades four to six.

OBJECTIVES

❑ To understand the geographic themes "place" and "human-environment interactions." That is, all places on Earth have special features that distinguish them from other places, and people interact with their environments and change them in different ways.

❑ To use an almanac and an atlas to research data about specific cities.

❑ To analyze physical and cultural aspects of a city and evaluate which might be considered the most useful and appealing.

❑ To consider the techniques of advertising and to plan and to present an advertising campaign.

BACKGROUND DISCUSSION

Ask students to describe the kind of place in which they would like to live. Brainstorm about the geographic features and characteristics of cities that they feel create a positive image or give a city unique qualities. Note them on the board. What would they list as negative or undesirable features? What characteristics come to their minds regarding their own city?

Familiarize students with the many uses of almanacs and atlases. Tell students that they will be collecting information about some cities that have different geographic characteristics. Ask the class to decide which places are most appealing and where they would choose to live. They will make their decisions based on information gathered from the reference books.

BACKGROUND MATERIALS

Atlases and almanacs. For introductory information on advertising techniques and psychology, see John J. Bonstingl's *Introduction to the Social Sciences,* Allyn and Bacon, Inc., Newton, MA, 1986.

SCHEDULE OF CLASS ACTIVITIES

Days 1 and 2

Background discussion, introduction to research materials, and the following activity.

❑ Choose eight to ten cities.

❑ Divide students into groups of two or three and assign one city to each group.

❑ Have each group research the geographic features and cultural

characteristics of its assigned city. You might want to encourage the class to agree on a basic set of characteristics for comparison. Create an index card about the city, and make six copies of the city's index card (type or print).

❑ Divide students into six new groups, each with an identical set of the prepared index cards.

❑ Have the groups analyze the data on the cards and select one city that the group finds most desirable. (Groups may want to narrow their choices down to three cities and prioritize them.)

❑ Have the groups report briefly on their choices, explaining the reasons for selecting a particular city "and no other place."

Day 3

Students must now take the city of their choice and launch an advertising campaign to promote its image for people and businesses considering relocation. Discuss aspects of advertising with the students--expect a lot of interest in this topic.

❑ Brainstorm about why a person or business might move to that city.

❑ Discuss the physical and cultural characteristics of the place that make it attractive.

❑ Assign to each group the task of preparing a brief presentation about the advantages of their city. Give students guidance by asking them to:

☛ Think about what features make their city appealing.

☛ Create a poster, a map, a bumper sticker, or a T-shirt logo to go along with the presentation.

☛ Find out if the city has a theme song--or make one up.

☛ Be imaginative--but always be truthful--in emphasizing the city's good points.

Day 4

Each group presents its advertising campaign to the class.

❑ Ask groups to rank the cities in order of desirability, based on the needs of people and companies and on the unique qualities presented in the advertising campaigns.

❑ Discuss the advertising campaigns.

☛ Which qualities of cities were most emphasized in the advertising campaigns?

☛ Did the information seem truthful? Why or why not?

☛ Why do some cities spend so much money to boost their image? Give examples.

☛ Are cities reaping benefits from their campaigns? How?

☛ Did the preferred cities have traits in common--geographic, cultural, or economic?

Educators are encouraged to reproduce this lesson plan for their classroom use.